

***U.S. Department of Education***  
***2014 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mr. Joseph M Hesman

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Lincoln College Preparatory Academy

(As it should appear in the official records)

School Mailing Address 2111 Woodland Avenue

(If address is P.O. Box, also include street address.)

City Kansas City State MO Zip Code+4 (9 digits total) 64108-3015

County Jackson County State School Code Number\* \_\_\_\_\_

Telephone 816-418-3000 Fax 816-418-3015

Web site/URL  
http://www.kcpublicschools.org/lincoln E-mail jhesman@kcpublicschools.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_  
www.twitter.com/KCMOLincoln www.facebook.com/KCMOLincoln

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. R. Stephen Green E-mail: sgreen@kcpublicschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kansas City 33 Tel. 816-418-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Airick West  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 25 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 8 High schools
  - 0 K-12 schools
- 33 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☐ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	32	58	90
7	37	51	88
8	42	69	111
9	60	102	162
10	73	75	148
11	37	74	111
12	49	105	154
Total Students	330	534	864

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 7 % Asian
  - 52 % Black or African American
  - 29 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 11 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1	896
(5) Total transferred students in row (3) divided by total students in row (4)	0.037
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 8 %  
69 Total number ELL  
 Number of non-English languages represented: 4  
 Specify non-English languages: Creole and Pidgins, French, Haitian Creole, & Spanish
8. Students eligible for free/reduced-priced meals: 72 %  
 Total number students who qualify: 619

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 0 %  
2 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	46
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	94%	93%	94%
High school graduation rate	99%	100%	97%	97%	98%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	129
Enrolled in a 4-year college or university	71%
Enrolled in a community college	20%
Enrolled in career/technical training program	0%
Found employment	3%
Joined the military or other public service	2%
Other	4%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X      No

If yes, select the year in which your school received the award.      2008

## PART III – SUMMARY

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Lincoln College Preparatory Academy is a sixth through twelfth grade college preparatory program within the Kansas City Public Schools. Originally established as the Lincoln School in 1867 during Civil War Reconstruction, Lincoln School served as the only school throughout the region for African American students for the next 75 years. Lincoln College Prep is now listed on the National Historic Registry. During the 1980's a state-sponsored desegregation effort created the dynamic, diverse student population that exists today. The goal of the reorganization was to create an atmosphere that prepares students to be successful in college. The Academy's mission states, "Lincoln will provide a comprehensive college preparatory curriculum to a select multi-cultural multi-ethnic student body utilizing a highly motivated and skilled staff committed to superior education, relying on parental and community support." Toward this goal, Lincoln College Prep offers a variety of rigorous courses designed to prepare students for a successful post secondary education.

The highly qualified and diverse faculty at Lincoln College Prep is proud to offer students over 100 courses, including four foreign languages, JROTC, a variety of practical and fine arts electives, along with the core subjects that include many college level AP and IB courses. The faculty, counselors, and administrators strive to develop in each student the quest for academic and personal excellence and to become productive members of a global society.

Key components of the success of Lincoln College Prep are the Internal Baccalaureate Programme, student involvement in extra-curricula activities, community service, and the academic probation policy. Lincoln College Prep has awarded 28 full IB Diplomas and 596 IB Diploma certificates over the past five years. For the current 2013-2014 school year there are currently 28 IB Diploma candidates. During the 2012-2013 school year 404 IB exams were given and for the 2013-2014 school year there is a projection for 411 IB exams to be taken. The students' academic success is evident through the awarding of over \$9.6 million dollars in scholarships in 2013 to 127 graduating seniors. In 2013, students earned an average composite ACT score of 22.4, which is above the state average.

The extracurricular activities at Lincoln College Prep are one cornerstone to our philosophy of developing the whole child. Teachers willingly sponsor these activities because they enjoy interacting with the students outside of the classroom. Students excel in these extracurricular activities as well as they excel in academics. For example, Junior Classical League, Debate and Forensic Squad, Robotics Team, Lego League, Solar Car, JROTC Academic and Leadership Teams, Math Relays, Cheerleading Squad and Tiger Dance Team have all been recognized at the state, regional, and national levels. Another program students excel in is leadership through the JROTC and the 20/20 Leadership Program. Lincoln student athletes are just as successful in their competitions in football, track, basketball, soccer, tennis, baseball, and swimming. Every year Lincoln College Prep has student athletes that are awarded for their hard work as Kansas City Star Scholar Athletes and the Hy-Vee Scholar Athletes of the Week. As is evident, Lincoln College Prep encourages students to reach beyond their boundaries not to just achieve but to excel in all endeavors.

Another cornerstone is the rich tradition of community service, which is integral to the success of our students, as well as the richness of the local, national and international communities in which we live. All students perform a minimum of 100 hours of volunteer service each. The IB students contribute an additional 50 service hours each. Community service activities included in this are blood drives, National Youth Service Day, and tutoring through Key Club. In actuality, most students contribute far more than the minimum. While the staff is not required to record hours of community service, nearly all staff members mirror the student devotion to others. These opportunities are in collaboration with numerous civic organizations including the Rotary Club of Kansas City, Hallmark Cards, Inc., the Salvation Army, and Urban Ranger Corps. and many others. For many students this requirement spurs a life-long dedication of service to others in the tradition of Lincoln College Prep pride.

The final cornerstone at Lincoln College Prep, as a continuing commitment to academic excellence, are decisions for admittance to Lincoln are done after a review of the students qualifying test scores (scoring 60% or higher in ELL and math on a standardized test), behavior, attendance, and grades. All students must

maintain a cumulative grade point average of 2.5. Students not maintaining the curriculum average are placed on academic probation for one semester. This policy fosters the belief that students who take responsibility for their own academic growth develop an appreciation for personal achievement and recognize the consequences for lack of application.

Lincoln College Prep is both a strong presence in the Kansas City education community and a historical presence for the city. Since the original school's founding in 1865, Lincoln has evolved, the name has changed, but the purpose and mission has remained clear: to help nurture and develop thoughtful, caring, high-achieving graduates. A profound measure of our success is evident when we reflect upon the intellectual, social, and emotional development that cannot be captured on standardized tests. We are nurturing extremely capable, creative, and ethical leaders who are positively changing the world.



## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Lincoln College Prep administers multiple assessments to our students. The students in the Middle School (grades 6, 7 and 8) take the Missouri Assessment Program (MAP) in ELA and Math every year as well as the Science test in 8th grade. In the High School, the students take the End-of-Course (EOC) assessments in Algebra I, English II, Biology and American Government. The students take these assessments at the end of the course. The students' performance levels are divided into four areas: Below Basic, Basic, Proficient, and Advanced. The acceptable levels for Lincoln College Prep and the State of Missouri are the Proficient or Advanced categories. Although we are pleased with our academic progress over the last years in the MAP and EOC, it remains our primary goal to have every student equipped with the necessary skills to reach the proficient or advanced level on every state exams.

Lincoln College Prep also works to ensure that our students are College and Career ready! Thus, we have every junior take the ACT test for a reportable score. We are pleased that our students average composite score on the ACT is higher than the state average with a score of 22.4. Although we are continuing to work with our students to help their scores raise to even higher levels, we are pleased that this composite average does outscore the state while we have every student take the test and have their score count. This is another area that we believe helps to set Lincoln College Prep as a standout school for academic success.

From 2009-2013, in the middle school grades, the trend in the communication arts scores shows an increase for each year. However, in the area of mathematics, there was a slight decrease in the scores in 2012. The EOC results for Lincoln Prep show improvement with a few minor decreases. The decreases mostly occurred the year that Lincoln was combined (middle school and high school) into one building. The major challenges that year were brought about by having to incorporate all new administration, many new teachers, and many other changes into one cohesive school identity. Since 2011 our scores have shown steady improvement with the regained stability of being in one building and all that implies.

There is a 10% gap in a few sub groups. The ELA sub group and enrollment in the Asian and Hispanic populations have increased at Lincoln over the past five years. Our analysis is that the language barriers account for this discrepancy and we continually provide support for these students by offering one-on-one assistance and after school tutoring with a specified ESL Resource teacher. The students are tested at important intervals to assess their progress after which, interventions are modified accordingly for each student. The ESL Resource teacher communicates with the regular classroom teachers as well, to offer assistance. Lincoln College Prep also provides peer tutors to assist ELL students.

While continuous improvement and the high academic achievement of the students at Lincoln College Prep on the numerous assessments are an example of the hard work and dedication of our staff and students, concerns still exist with our achievement gap data. Staff and students continue to work toward increased academic performance across all student groups.

### **2. Using Assessment Results:**

Assessment of student learning is a top priority at Lincoln College Prep and is considered the most critical element in increasing student achievement. Effective data-driven decisions are foundational to our student success. Assessment results guide the focus of planning of instruction and are specifically used to facilitate the implementation of varied instructional intervention strategies. Faculty collaboration and clear data analysis provide a clear means to target students' needs and building their skill levels.

Lincoln College Prep uses the data from multiple assessments of student learning to examine our professional practice and to systematically monitor and adjust curriculum, instruction, and assessments. Our school administers consistent assessments including Acuity, EOC, PSAT, PLAN, ACT, IB exams, MAP, Mock EOC, Ed-Performance Series, AP, and Explore (8th). There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised.

The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. We review assessment results in our data team, and weekly PLCs. Teachers use assessment data as a predictor of probable student success as well as resources for student to practice the type of questions of standardized tests. In our 2008 application for the Blue Ribbon School Program, we stated that 84 percent of our graduating seniors were accepted to college. In our spring 2013 graduating class, we had 91 percent of our seniors accepted to college.

The parents are kept informed about students' academic progress through both internal and external communications. Internally, the school offers periodic conference sessions to receive information about the meaning of assessment data for them and their student. All test information is shared with students and parents so that stakeholders have the needed information for our students to meet their academic goals. The District public relations department also disseminates our progress to the community through internal and external media sources. Further, we share assessment results and communicate their meaning to parents, students, and the community through our Tyler System grade checker, communication system, and parent School Advisory Committee, and parent-teacher conferences.

### **3. Sharing Lessons Learned:**

To maintain a rigorous and challenging curriculum the implementation of an attendance committee was created. Consequently, school attendance has improved. The overall attendance minorities is 96.4% with an overall school attendance of 96.01%. The tutoring, after school programs, and Saturday schools have helped improve our overall academic performance. Communicating with parents through a variety of avenues has contributed to the attendance and academic performance improvement. Teachers have developed a positive relationship with students, thereby creating a positive classroom environment resulting in a reduction of referrals.

Students at Lincoln College Prep are actively involved in continuing the tradition that sets us apart from other schools. Though 72% of our students are socio-economically disadvantaged they understand the need to help others. Our students have the desire to mentor and share life lessons learned while at Lincoln, both academic and character development. For two years students have mentored elementary students at a neighborhood school that has been one of the lowest performing schools in the district. Not only is the school socio-economically deprived it also has one of the largest homeless populations in the district. Weekly, students tutor more than academics, they help pave the road to future opportunities of which many of our students have walked where these elementary students walk.

With the merger of the middle school and high school buildings our junior and senior students initiated a character development program called "Big Paws for Little Cause" to mentor 7-8th graders." Weekly the older students met to encourage students to develop strong character values and academically. Students continue to strengthen our long held tradition of bettering their community by serving others.

Faculty members of Lincoln College Prep have established a tradition of modeling and sharing successes with the community, colleagues, and educators from other schools, their own students, and students from other school districts. Nine of our instructors wrote the curriculum for 15 courses in the areas of Math, Science, and Language Arts. Two of our teachers wrote the mock End of Course district exam for American History and our physical education teacher is the district coordinator, modeling for all of the physical education teachers in our district.

The International Baccalaureate Programme (IB) at Lincoln College Prep is in its eighth year of working with a local IB school, but continues the tradition of success in the local, national and international arena. IB membership provides conferences, school visits, databases and blogs for the exchange of ideas and best practices. Teachers and students benefit from a regular exchange of ideas. Over the last five years over 75 conferences have been attended and visits to schools, blogs, and databases too numerous to count.

The IB programme shares our success through a variety of community service projects on the local, national and international arena. Students are required to perform 150 hours of community action and service that

include a five-year commitment to Maternal Neo-Natal Tetanus Project Eliminate and annual contributions of over 300 pairs of gently-used jeans were donated to Jeans for Teens.

Staff members also share Lincoln College Prep successes through a variety of other professional licenses. Several staff members are licensed ministers, health professionals, and an attorney. All donate time and effort that reflect the tradition and spirit of Lincoln College Prep. Many faculty members are AP certified by the College Board and participate in designing course content with rigorous standards.

#### **4. Engaging Families and Community:**

Lincoln College Prep continues to evolve since being a black elementary school during the civil war to an exclusively black school until 1978 to its current status as a 6th -12th grade college preparatory school. Lincoln College Prep's success is in working with family and community members towards student achievement and school improvement. Since 1990, our International Baccalaureate (IB) World School, exalts a global perspective. Our IB curriculum rigor necessitates greater involvement from community and parents.

Our stakeholders are exceptionally pro-active before, during and after school in cohort systems of mentoring and promoting the family. The School Advisory Committee (SAC) is made-up of parents to facilitate that active engagement with the school. The leadership of SAC communicates with the administration, counselors and teachers to be informed of what is happening in the building and then communicates that to the parents, alumni and community members. One main way the committee has found to be successful in this communication has been through an electronic newsletter that is distributed twice each week. The newsletter is sent to over 550 different email addresses. This response rate has allowed the community to know what is happening at Lincoln College Prep and then become more involved.

Lincoln College Prep also has a full time college counselor whose primary focus is to connect students and families to prospective colleges, scholarships, internships, summer employment, and leadership/growth opportunities. The lists of college visits and scholarships are sent out via the SAC newsletter as well as through email and announcements in the electronic daily bulletin for teachers, students and parents to see.

Other ways that the parents and community members are involved at Lincoln College Prep are through chaperoning different events. Some of the events that our parents and community members are involved in are: robotics, debate tournaments, sports, tutoring, drill meets, and community service activities. In addition to the normal Open Houses and Parent Teacher Conferences, Lincoln College Prep hosts Shadow Days for prospective students to attend classes with current students and get a better picture of the academic rigor of the building.

In 2012 our district implemented a comprehensive student management system to facilitate the exchange of information. The name of this system is the Tyler Portal. It connects students, teachers and parents so that all have access to the student daily progress including: attendance, schedules, grades, homework assignments, access to transcripts as well as assessment results for End of Course Exams, ACT, SAT, ASVAB and Missouri Assessment Progress (MAP) tests.

A final way that Lincoln College Prep works hard to engage the community and parents with our students is the requirement of 100 hours of community service for students. This requirement helps our students focus on the community and how they can help them and not just what the community can do for them.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

All students attending Lincoln College Prep have chosen to do so with the intent to successfully complete a rigorous college preparatory program. College acceptance is generally based upon a number of factors determined from a student's high school record. These factors may include the student's grade point average, class rank and score on a college admission test such as the ACT or SAT. While all of these factors are important indicators, a review of a student's course of study will make the greatest statement regarding their potential for success in college. To this end, the curriculum at Lincoln College Prep not only exceeds the state requirements; it also exceeds the nationally defined college preparatory core curriculum.

The college preparatory curriculum at Lincoln College Prep begins in the sixth grade. The curricular focus of the program is designed to help students develop an international focus of knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. The curriculum includes Communication Arts, Mathematics, Humanities (Social Studies), Science, Foreign Language, Fine/Visual Arts, JROTC, and Physical Education.

As students move into the high school, they are provided opportunities to participate in increasingly challenging college preparatory curriculum at the high school level. The high school curriculum includes the flagship, International Baccalaureate Diploma Programme (IB/DP) Advance Placement courses, dual-credit courses, and the A+ Tuition Grant Program.

The IB Diploma Programme is a rigorous pre-university course of study leading to examinations meeting the needs of highly motivated secondary school students. This year Lincoln College Prep has twenty-eight senior IB Diploma candidates and thirty-three full IB Diploma candidates who are juniors. The IB Diploma candidates follow a comprehensive two-year curriculum that allows the graduates to demonstrate through objective universal exams that their academic preparation is equal to any offered in the world.

Many students exceed the minimum requirements of the core curriculum and choose to take many IB or AP courses during their junior and senior years. These courses are taken for a full year and are equivalent to a first-year college course. Students may take the following college level courses: IB English Language and Literature, IB History of the Americas, IB Chinese, IB French, IB Spanish, IB/AP Latin, IB Biology, IB Chemistry, IB Physics, IB Psychology, IB Calculus, IB Math Studies, IB Music, and IB Portfolio Art. All seniors sit for the IB English Exam and most take additional exams.

Lincoln College Prep offers several courses for college credit through an advanced dual college credit program through the University of Missouri-Kansas City. Students may also enroll in our Early College Academy housed at Penn Valley Community College. This replaces the junior and senior years of traditional high school. Upon successful completion, students earn an Associate of Art degree as well as a high school diploma.

Lincoln's extensive offering of foreign languages includes, Latin, French, Spanish, and Chinese at levels one through five and higher level IB courses. The foreign language curriculum has a strong emphasis on language fluency in reading, writing, speaking and listening at all levels. Additionally, students develop an understanding and appreciation of cultural diversity and gender equity concepts that are embedded in the entire foreign language curriculum.

Lincoln is well known for its academic success. The Fine Arts Department is a highly accomplished component of the curriculum. The music program includes instrumental music (string orchestra, jazz ensemble, symphonic and wind ensemble) and choir. All Lincoln students are required to take one credit in fine arts, however more than half of the students continue in the music program. The Wind Ensemble has received the highest possible rating in the state for the past 15 years. They have also performed at Carnegie Hall twice and have traveled to China for an international festival. Lincoln sends more students to the district, state and regional competitions than any high school in the state. The IB Portfolio Art students have

won many local and state awards.

Lincoln College Prep students also participate in the Missouri A+ Tuition Program. Students must meet certain grade point and attendance requirements. They also are required to serve as tutors and mentors. The most important part of the A+ Program is the financial incentive available to students for continuing their education after high school. Students meeting all of the program requirements at graduation qualify for two years of tuition at any public community college, vocational, or technical school in the state of Missouri.

## **2. Reading/English:**

Through the progression of English courses students develop an appreciation and enjoyment of the written word and learn to express themselves creatively with self-confidence. All 9th and 10th graders are enrolled in an advanced English curriculum, which lays a strong foundation for advanced reading and writing which is a necessary skill for success in the IB program. All juniors and seniors are enrolled in IB English Language and Literature I and II. All seniors take IB exit exams for which the vast majority of students earn college credit. This rigorous exam process includes both a written and oral component in both the junior and senior years.

The required courses for students in grades 6 – 12 are: English Language 6, English Language 7, English Language 8, Advanced English 9, Advanced English 10, IB English I Language and Literature 11th grade, and IB English II Language and Literature 12th grade. Every student at Lincoln follows this same advanced course sequence. Along with those courses, all students must take one semester of Speech and one semester of College Admission Prep to graduate. If the student is a full IB Diploma Candidate, then they will take Theory of Knowledge I and II in place of the Speech and College Admission Prep courses. Lincoln College Prep also offers an elective class for students in Yearbook as well as offering an after school club that creates the school newspaper.

Our Language Arts curriculum for Grades 6-8 students include introduction to the novel, literary elements, and writing strategies. Reading strategies are emphasized to analyze, infer, and draw conclusions in non-fiction and fiction literature. Collaboration is a constant between the middle level and upper level English teachers to help the 6-8th grade students to develop sophisticated writing styles and to prepare them for the rigorous demands of the advanced and IB English courses.

Our Language Arts curriculum for grades 9 - 12 includes strategies that are academically rigorous and address student's individual learning styles. Our curriculum includes cooperative learning, higher order critical thinking, questioning, journaling, direct instruction, summarizing, note taking, annotating, independent reading, peer response and editing, non-linguistic representations, homework and practice, which also includes identifying similarities and differences. The English department requires enrichment opportunities through assigned and suggested summer reading and attendance at cultural events such as adaptations of literature to the stage and other artistic forms. Also, students participate in "Louder than a Bomb Poetry Slam," as well as annual African-American Literature Read-In. Technology use is incorporated in all aspects of the English curriculum.

All grade level teachers use a variety of teaching strategies to provide meaningful opportunities for students to learn the English curriculum, as well as to promote their future educational success beyond high school. For example, English and Social Studies teachers use time in Professional Learning Communities to develop interdisciplinary lessons that stress higher order critical thinking skills. These lessons push students to interpret, analyze, question and problem-solve using a variety of primary sources.

## **3. Mathematics:**

The mathematics department is committed to increasing achievement for all students. The sequential mathematics curriculum is designed to ensure all students benefit from a successful foundation in mathematical literacy. As we move further into the 21st century, the ability to apply higher-level mathematics to real-world applications is critical for this generation of students. The rigorous math curriculum provides an integrated approach encouraging students to develop a sense of various methods of

problem solving and interpretations. Students learn the theoretical concepts needed to examine functions and patterns, analyze data, and develop methods of analytical problem solving.

Individual learning styles and assessment data guides each student's progression through the extensive math curriculum. Each course is designed with students' needs in mind and enhanced by providing whole group as well as small group instructional activities. Mathematical concepts are introduced in the context of their most common uses in everyday life and students are taught to apply these concepts on a consistent basis. Lincoln requires all students to take college preparatory math courses each year and ultimately graduate with at least 4 credits of high school math. Incoming sixth or seventh grade students are required to take a course in Pre-Algebra designed for college preparatory students. This course builds a foundation for future study in mathematics, science, or technical fields. At Lincoln College Prep, we have several seventh grade students and almost all eighth grade students take Algebra I, followed by Geometry.

The rigorous course sequence continues with ninth and tenth grade students progressing through Geometry and Advanced Algebra. These courses lay the foundation for preparing students for college entrance examinations and specific college programs in Science, Technology, Engineering, and Math related fields. During the eleventh and twelfth grade years students continue with Pre-Calculus, IB Calculus 1 and 2, or IB Math Studies. These courses challenge students in advanced problem solving and build on skills mastered in Algebra and Geometry. In addition, all students have access to after-school tutoring and homework help from faculty or upper class students. All students will prepare individual math projects. IB diploma students complete the IB exam in Math Studies, Calculus or IB Math as a course requirement. In addition, dual credit agreements with partner universities are in place for College Algebra and Calculus students.

#### **4. Additional Curriculum Area:**

The additional curricular areas that are highlighted in this section are foreign language, science, and fine/performing/practical arts. These areas were chosen as a result of the rigor and skill set that the students at Lincoln College Prep must attain that in turn will help them to be very successful not only while they are in high school, but more importantly as they continue into college.

Lincoln College Prep is unique in that students are required to take four years of a foreign language in high school. This is a graduation requirement and thus the students must earn those four credits. However, the majority of students that start in the middle school grades will take a foreign language for 7 years! In 6th grade, students take an exploratory foreign language course that will allow them 9 weeks of instruction in each of the four languages that are offered in the building. Those four different foreign language offerings are Chinese, French, Latin and Spanish. Our students are constantly challenged to use their language skills to support our school and community by assisting as interpreters in parent conferences, both in our schools and in our district schools, tutoring other students, and overall assistance in breaking down language barriers. When the students become seniors they will take the IB exam in their language that forces students to show that they are able to read, write and speak the language.

Although not a requirement or recruitment for the military, the Lincoln College Prep Junior Reserve Officer Training Corps (JROTC) empowers students in grades 9-12 not only to graduate, but to make concerted decisions of who they are what they really want to do. This helps with decisions concerning college choices, technical institutes, vocational schools or the military. Students attend classes that prepare them for the ACT, SAT and ASVAB test. JROTC curriculum focuses on academic empowerment through sections such as: Study Skills, Character Building, Learning Styles, Citizenship, Leadership, Etiquette, Decision-making, College Preparation, Health, Physical Fitness, First Aid, Government, History, English, Personal Finance, Critical Thinking, Team Building, Community Service and Service Learning projects. Students are prepped and charged with participation in a myriad of local, state, national and international competitions towards scholastic awards, participation and recognition. JROTC extensively provides a middle years mentoring program in which mentors and mentees are engaged and empowered for learning.

In addition to JROTC, Lincoln College Prep offers students the fine arts courses, Art 6, 7,8 for middle school students, Students are also offered high school courses of Foundation of Art I, Graphic Design I, Drawing I, Photography I, Art History, IB Drawing, Drawing I, Dig Sketch Book, Art Portfolio, IB Art

Portfolio, Survey of Art. The students in these courses take photographs; work on the yearbook, and put items on the website which means they are using the skills from their fine arts courses outside of the class. Fine arts students are an integral part of the Lincoln College Prep culture. IB Art students have to complete a particularly rigorous curriculum to become an IB candidate. Performing arts courses students are offered are Beginning Band, Intermediate Band, Advanced Band, Beginning Orchestra, Intermediate Choir, Advanced Orchestra, Orchestra Strings, Wind Symphony, Chamber Choir, Advanced Choir, Chamber Orchestra, IB Concert Band, IB String Orchestra, College Guitar I, IB Wind Symphony, IB String Orchestra, and IB Chamber Choir. Students in the performing arts courses frequently compete in contests and consistently outperform their competitors. The Fine and Performing Arts curriculum along with JROTC teach students invaluable skills that are evident in their high achievement.

Lincoln College Prep science curriculum is meant for all students to be able to understand their natural world regardless of their gender, socioeconomic status and their ethnic background. At Lincoln College Prep, we increase our students' enrollment into science by enrolling all freshmen students into biology by studying all their living natural environments. During students' sophomore year, they are all enrolled into chemistry and while in their junior year and senior year, they have the option of enrolling into physiology, physics, or environmental sciences. Students also have the option of enrolling into IB science courses or AP science course. Science teachers at Lincoln College Prep mainly focus on hands-on activities. In addition, students develop science and problem-solving skills. Students' hands-on activities cultivate observation, data collecting, measurement and inferential skills. Students research and discuss milestones in the development of science. Science students at Lincoln College Prep learn how to share their scientific findings through drawings, graphic organizers, graphs, models, and presentations. Students express their scientific findings using technical writing skills. The students also are involved in group work, inquiry-based learning and other investigative strategies that relate the true purpose of science, finding out about the world. Learning science at Lincoln College Prep is something students do and not what is done for them.

## **5. Instructional Methods:**

Teachers at Lincoln College Prep utilize a wide variety of instructional methods that promote critical thinking and college-readiness skills. Each teacher varies the strategies they use on a day-to-day basis. Examples include: questioning and problem-solving, role-playing, non-linguistic representation, performance-based projects and activities, individualized instruction, small group instruction, direct instruction, teaching across the curriculum.

Training for teachers this year has been delivered by their peers. The focus has been a "train the trainer" model where some teachers get the training at a conference or workshop and then come back to share the knowledge and strategies that they learned with the rest of the faculty in the building. Some of the areas that have specifically addressed meeting the needs of diverse learners and ensuring high levels of student engagement are: use of technology in the classroom (Lincoln College Prep has become a 1:1 computer school), Adaptive Schools training and Marcia Tate training focused on engaging students in the classrooms, and Culturally Responsive Teaching focused on educating students of different racial and ethnic backgrounds. These trainings have been welcomed by the staff and have resulted in higher student achievement.

The 1:1 computer initiative provides teachers with a wealth of resources that promote higher order thinking skills, such as discovery learning and the flipped classroom. It also allows teachers to use more technology in their instruction through the use of instructional resources like Edmodo, podcasts, video clips, etc. Because of the need to incorporate technology for successful student learning, teachers continually review and update their methods and the tools needed to enhance the mastery of basic and advanced skills.

With our 1:1 computer initiative and electronic curriculum, teachers are able to effectively differentiate instruction. Students are individually assessed for the skill levels in all areas of the curriculum and are provided the support for their specific needs. For example, before each unit is taught, students are given a pre-test to assess the prior knowledge and their skill level. From this information, teachers individualize and vary their instructional methods to meet their student's needs. Teachers provide more individualized

instruction to address students' specific needs. In addition, students are informed of their needed areas of improvement and are made full participants and actors in their own learning.

## **6. Professional Development:**

The staff at Lincoln College Prep has a tradition of educational excellence through a continuous program of professional learning that is aligned with the schools' vision. Lincoln's staff pursues advanced degrees, advanced individual certifications and attending professional development opportunities afforded by the content professional organizations, IB, AP, the school district and within our building. All these efforts are directed to improve student achievement and shrink the achievement gap. Professional development is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support education.

All staff members participate in established Professional Learning Communities (PLC) that meet weekly. In addition, PLCs work to achieve interdisciplinary goals, evaluate student data and examine curricular goals. Professional development at Lincoln College Prep is determined by a committee that is comprised of the Principal, the PLC Chairs of the different departments and then other voluntary teachers that want to help provide instructional guidance for the building. This leadership committee meets monthly to discuss the direction for the building that is guided by the vision of the school, then determines the needs of the teachers for professional development and coordinates a plan to carry out that professional development. The final step for this group is then to analyze the survey results from the trainings to determine the effectiveness of it as well as make plans for future connections to that learning.

Over the years Lincoln College Prep has involved staff in numerous professional development training opportunities such as data teams, where various departments analyze our student's test score data and use that to improve our students academic achievement. In addition, staff at Lincoln College Prep are continuously involved in professional development workshops within Missouri and nationally. The staff has also analyzed students' ACT scores and identified specific areas that students have improved and still need improvement.

The professional development plan addresses district/state standards as well as school-based and teacher learning goals especially in the areas of the use of technology. Professional development time was used to enhance teachers knowledge of the use technology: Staff members have received a wide use of technology training including Eno board, Edmodo, and web tools in the classroom. Research based strategies especially by Robert Marzano continue to drive many of Lincoln College Prep's professional development.

Leaders and staff are expected to be innovative and grow in their content area. Every staff members is required to keep a learning plan and meet goals for professional development. A program called "MyLearningPlan" is a tool the school and district use to help teachers and administrators track the myriad of trainings, workshops and different professional development sessions that they attend (both teachers and administrators). This resource puts a focus not only on having the teachers continue their development, but also the administrators!

## **7. School Leadership**

Lincoln College Prep school leaders show that instructional time, material resources, and fiscal resources provide all students equal opportunities to engage in challenging learning expectations. Clearly defined policies, processes, and procedures ensure that school leaders have access to hire, place, and retain qualified professional and support staff. School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data to evaluate regularly all programs.

The administrative team consists of the principal and three vice principals. This group meets weekly to discuss issues that affect the school in areas of instruction and management.



The principal, as the instructional leader of the school, works with all groups to ensure that the school vision of high academic standards is maintained. The leadership team informally meets daily to confer on pre-emptive problem-solving topics such as standardized test scores, raising D's and F's, improving attendance, retaining or improving on academic rigor, students standards of achievements, staff professional development needs, and building enrichment procedures.

The first vice principal is the leader in the 1:1 Initiative (laptops for each student), as well as other technology usage. His other duties include facilities, master scheduler, and 11-12th grade students. This administrator also works closely with the Math department on curricular planning and analyzing the data from their pre-assessments, post-assessments and common assessments.

The second vice principal duties include: assemblies, sports, performance events, grade level activities, attendance committee, student council functions, and 9-10th grade students. This administrator also works closely with the Social Studies department on curricular planning and analyzing the data from their pre-assessments, post-assessments and common assessments.

The third vice principal duties include: middle school students, safety drills, and field trips. This administrator also works closely with the Science department, the Foreign Language department and the Fine Arts department on curricular planning and analyzing the data from their pre-assessments, post-assessments and common assessments.

Lincoln College Prep has a Faculty Advisory Committee. This committee consists of six elected representatives from the staff and one vice principal. They meet monthly to discuss issues that affect the school as a whole in areas of instruction and management. They then recommend solutions to problems that they see affecting the students and staff for the administration to consider implementing.

Lincoln College Prep is also divided into Professional Learning Communities (PLC). The PLCs meet weekly to review student assessment data, discuss instructional strategies, and share other professional ideas. PLC chairs, who are teachers, facilitate this collaboration time, set the agendas, and provide other resources as requested by the administrative team. The PLC chairs meet monthly to provide feedback on and guide the instructional focus of the building with the Principal.

The School Advisory Committee (SAC) is responsible for advising the administration regarding policy matters affecting the school. The SAC Executive Committee, composed of elected parent leaders, meets regularly with the school leadership team. The monthly SAC meetings are open to all parents, teachers, students and members of the community. This forum allows for the sharing of information about educational changes and opportunities. The SAC also advocates for Lincoln to external audiences and serves as a forum for parent concerns and input on curriculum.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 6

**Publisher:**

**Test:** 6th Grade Math MAP Test

**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	69	69	80	79	45
% Advanced	14	12	12	15	8
Number of students tested	64	105	105	112	130
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	65	67	78	77	42
% Advanced	13	11	9	12	8
Number of students tested	55	89	89	83	121
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	63	62	82	71	43
% Advanced	4	15	3	8	8
Number of students tested	27	34	33	24	37
<b>5. African- American Students</b>					
% Proficient plus % Advanced	66	68	79	76	41
% Advanced	21	5	13	18	8
Number of students tested	29	56	61	62	76
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 7

**Publisher:**

**Test:** 7th Grade Math MAP

**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	86	87	100	84	88
% Advanced	23	25	86	29	21
Number of students tested	111	130	101	114	146
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	87	84	100	84	87
% Advanced	22	21	83	31	17
Number of students tested	90	104	80	87	116
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	86	86	100	77	86
% Advanced	20	27	77	15	21
Number of students tested	45	37	31	26	29
<b>5. African- American Students</b>					
% Proficient plus % Advanced	85	86	100	83	87
% Advanced	12	17	88	21	14
Number of students tested	47	72	42	63	90
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	80	94	100	92	88
% Advanced	50	56	87	50	44
Number of students tested	10	16	15	12	16
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 8

**Publisher:**

**Test:** 8th Grade Math MAP

**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced		88	67	76	77
% Advanced		28	21	26	22
Number of students tested		104	128	160	129
Percent of total students tested		100	100	100	100
Number of students tested with alternative assessment		0	0	0	0
% of students tested with alternative assessment		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced		85	67	75	71
% Advanced		24	21	26	14
Number of students tested		78	105	125	80
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced		87	63	81	86
% Advanced		20	17	29	28
Number of students tested		45	35	31	22
<b>5. African- American Students</b>					
% Proficient plus % Advanced		85	57	71	64
% Advanced		13	15	23	7
Number of students tested		47	65	100	74
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced		80	100	82	100
% Advanced		50	43	35	48
Number of students tested		10	14	17	25
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** There are no scores reportable for 2013 for the 8th Graders. In 2012-2013 in Missouri, the 8th grade students did not have to take both the MAP and the Algebra I End-of-Course assessment. Thus, the 2013 8th grade students only were assessed in the Algebra I EOC data.

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 9

**Publisher:**

**Test:** Algebra I End-of-Course Assessment

**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	87	66	50	77	63
% Advanced	29	18	7	14	10
Number of students tested	180	143	197	200	146
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	86	64	48	76	58
% Advanced	26	16	6	13	8
Number of students tested	136	103	146	152	90
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	89	63	51	84	70
% Advanced	32	7	4	16	13
Number of students tested	47	41	45	38	23
<b>5. African- American Students</b>					
% Proficient plus % Advanced	84	60	43	71	54
% Advanced	18	15	4	11	6
Number of students tested	105	68	113	116	94
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					



Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	94	90	68	77	86
% Advanced	72	35	18	15	19
Number of students tested	18	20	28	26	21
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** 10th Grade English II End-of-Course Test

**All Students Tested/Grade:** 10

**Edition/Publication Year:** 2013

**Publisher:**

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	92	93	98	94	99
% Advanced	29	36	47	35	34
Number of students tested	123	169	148	133	137
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	92	92	97	93	97
% Advanced	29	33	42	31	28
Number of students tested	90	125	88	71	71
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	94	95	100	100
% Advanced	31	35	52	53	47
Number of students tested	29	31	21	17	15
<b>5. African- American Students</b>					
% Proficient plus % Advanced	85	92	98	92	99
% Advanced	18	32	36	26	31
Number of students tested	68	101	91	91	90
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	95	100	100	95
% Advanced	39	59	79	67	45
Number of students tested	13	22	24	15	20
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 6  
**Publisher:**

**Test:** 6th Grade ELA MAP Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	63	71	86	79	60
% Advanced	16	12	23	21	13
Number of students tested	64	105	105	112	130
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	58	71	83	76	60
% Advanced	13	10	20	22	14
Number of students tested	55	89	89	83	121
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	48	62	91	79	54
% Advanced	11	9	24	21	5
Number of students tested	27	34	33	24	37
<b>5. African- American Students</b>					
% Proficient plus % Advanced	66	71	85	76	54
% Advanced	17	7	21	16	11
Number of students tested	29	56	61	62	76
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 7  
**Publisher:**

**Test:** 7th Grade ELA MAP Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	86	85	95	85	77
% Advanced	27	31	41	28	21
Number of students tested	126	130	101	114	146
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	85	82	94	86	76
% Advanced	24	29	40	30	18
Number of students tested	102	104	80	87	166
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	86	86	94	73	69
% Advanced	22	24	32	23	17
Number of students tested	50	37	31	26	29
<b>5. African- American Students</b>					
% Proficient plus % Advanced	88	82	98	89	79
% Advanced	16	29	40	22	19
Number of students tested	51	72	42	63	90
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	83	100	93	83	88
% Advanced	58	56	60	50	38
Number of students tested	12	16	15	12	16
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 8  
**Publisher:**

**Test:** 8th Grade ELA MAP Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	91	89	80	84	87
% Advanced	32	35	29	32	42
Number of students tested	124	104	128	160	129
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	91	88	79	82	84
% Advanced	29	31	32	30	33
Number of students tested	97	78	105	125	80
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	89	90	80	94	82
% Advanced	30	29	29	29	36
Number of students tested	37	31	35	31	22
<b>5. African- American Students</b>					
% Proficient plus % Advanced	91	88	74	79	84
% Advanced	25	27	22	26	30
Number of students tested	69	48	65	100	74
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					



Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	100	91	100	88	96
% Advanced	79	55	50	65	68
Number of students tested	14	11	14	17	25
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 9  
**Publisher:**

**Test:** 9th Grade English I EOC Test  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	84	79	87	
% Advanced	32	24	25	26	
Number of students tested	155	152	184	182	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	93	85	80	85	
% Advanced	30	24	24	20	
Number of students tested	105	115	136	108	
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	92	89	78	88	
% Advanced	33	23	28	24	
Number of students tested	39	35	36	25	
<b>5. African- American Students</b>					
% Proficient plus % Advanced	94	79	78	84	
% Advanced	23	16	19	19	
Number of students tested	87	85	110	115	
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	93	94	83	93	
% Advanced	53	59	54	43	
Number of students tested	15	17	24	30	
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** In 2008-2009 school year, the English I End-of-Course test was not a test that the students at Lincoln College Prep took. Therefore, that year's data fields are left blank. Lincoln College Prep started having all 9th graders take the assessment starting in the 2009-2010 school year until the present.